

**LEVEL II EDUCATION
SPECIALIST CREDENTIALS
STANDARDS & COMPETENCIES**

**Mild/Moderate Disabilities &
Moderate/Severe Disabilities**

Name: _____ **SS#:** _____

Phone (wk): _____ **E-mail:** _____

Phone (hm): _____

Standard 13 (M/M & M/S): DATA-BASED DECISION MAKING

Each candidate demonstrates the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student.

	Required Behaviors of the Candidate	Suggestions to meet and document the standard	Assessment Measure <u>Evidence for Meeting the Standard</u> (provide location of evidence, if applicable)	Date Met
13.1	Analyze student performance data to determine whether targeted outcomes have been met and to make necessary modifications in instructional strategies on an ongoing basis.	Show/document functional assessment and program modification skills. CFASST event 4, 11		
13.2	Collect, analyze, and synthesize input from colleagues, families, students, performance data, and observations to adjust curricula, instruction and/or daily routines for the efficient and effective learning and educational experiences.	Show skills on using data-driven information. Know how to gather, chart, compare and evaluate data. CFASST event 4, 11		
13.3	Utilize informal assessment and collaborate with specialists and IEP team members to meet the ongoing needs and preferences of students in the areas of communication, social/behavioral, health care, motor, mobility and sensory functioning.	Show/document skills and knowledge of informal assessment. Be observant and proactive. CFASST event 4,11		

Standard 13 (M/M & M/S): DATA-BASED DECISION MAKING (continued)				
	Required Behaviors of the Candidate	Suggestions to meet and document the standard	Assessment Measure <u>Evidence for Meeting the Standard</u> (provide location of evidence, if applicable)	Date Met
13.4	Assess typical school and community environments and create adaptations or modifications necessary for active participation of individual students.	Document work with school, community & home relationships. CFASST event 1,2,j7		
13.5	Adapt general education curriculum via both pre-planned and on-the-spot modifications in general education instructional settings.	Demonstrate leadership in inclusive educational practices. CFASST event 3,5,9		
13.6	Use and evaluate a variety of group instructional strategies, such as cooperative learning and other heterogeneous grouping strategies, to maintain active participation and learning of diverse groups of learners.	Show/develop group interact techniques for social skills training and educational learning. CFASST event 3,5,9		
13.7	Utilize validated practices that maximize academic learning time, teacher- directed instruction, student success, and content coverage.	Show/document these skills/practices. CFASST event 3,5,9		
13.8	Design, implement, and evaluate instructional sequences for effective teaching of concepts, rules, and strategies in reading, math, and other content areas.	Develop curriculum, unit plans, lesson plans, etc. CFASST event 9		

Standard 14 (M/M & M/S): ADVANCED BEHAVIORAL, EMOTIONAL, & ENVIRONMENTAL SUPPORTS

Each candidate demonstrates advanced knowledge and ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate works with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating, and modifying identified supports to ensure a positive learning environment.

	Required Behaviors of the Candidate	Suggestions to meet and document the standard	Assessment Measure <u>Evidence for Meeting the Standard</u> (provide location of evidence, if applicable)	Date Met
14.1	Participate as a member of behavioral intervention teams, implementing, evaluating, and adjusting behavior support plans so they result in the acquisition of appropriate replacement behaviors, increased health and safety, improved quality of life, and reduction in problem behavior.	Show/document functional assessment analysis skills and how to develop a BIP. Work with/lead IEP & SST teams. CFASST event 4,11		
14.2	Work collaboratively with other agencies, such as Mental Health or Regional Center, to address the social, behavioral and emotional needs of individual students.	Document collaborative work with all outside service agencies.		
14.3	Along with the IEP team and mental health specialists, identify indicators of crisis or life threatening situations as apart of the functional assessment process and develop a proactive plan to provide any needed and immediate supports.	Know/become certified in crisis intervention and PART-type training skills. Know your liability issues.		
14.4	Be familiar with a variety of programs and strategies for teaching specific social skills and implements them according to individual student needs.	Show/document all “affective” educational skills. CFASST event 2		
14.5	Teach students strategies, such as organization of materials, listening strategies, note taking, and textbook reading, for responding to consistent class demands and for gaining information in classes.	Show /document all classroom management skills CFASST event 2		
14.6	Demonstrate procedures to promote transfer and generalization of learning strategies, study skills, and social behaviors.	Show/document how you use these skills. CFASST event 3,5,9		
14.7	Demonstrate knowledge about the integration of academic instruction with affective development and behavior management techniques.	Document choice-making, learning styles, values clarification, self-advocacy CFASST event 2		

14.8	Demonstrate the use of a variety of non-aversive procedures, including voice modulation, facial expressions, planned ignoring, proximity control, and tension release, for the purpose of modifying target behaviors	Show/document use of surface management skills. Be proactive/preventative. CFASST event 2		
14.9	Demonstrate effective procedures for providing corrective feedback to students.	Become an active listener. Show/document. CFASST event 2,3,5		
14.10	Communicate closely with physicians to monitor the impact of medication, carefully observing the student's behavior and documenting behavioral changes to report to physicians.	Know the commonly used medications and their side effects. Share information.		
14.11	Utilize non-intrusive crisis management techniques to diffuse potential crisis situations.	Become PART certified.		
14.12	Develop appropriate activities to be implemented before, during and following a crisis episode.	Show/demonstrate skills by role play, video, etc.		
14.13	Describe the effects of prescription and non prescription medication/drugs on student behaviors.	Know the commonly used medications and their side effects.		
14.14	Work with the IEP/ITP team to examine the viability and value of needed accommodations to assure post school behavior/social supports.	Work with/lead IEP and SST teams. Document these experiences.		
14.15	Identify issues, resources, and techniques for transitioning students with complex emotional and behavioral needs from restrictive environments, including special centers, nonpublic schools, psychiatric hospitals, and residential treatment programs to lesser restrictive settings.	Know the issues involved with all transition. Be proactive/preventative in all classroom management planning. CFASST event 2, 3,5		
14.16	Delineate theoretical approaches, such as biogenic, psycho-dynamic, behavioral, and etiological, and their applications for students with complex emotional and behavioral needs.	Know how to compare and contrast the various philosophies.		

Standard 15 (M/M & M/S) : CURRENT AND EMERGING RESEARCH AND PRACTICES

Level II candidates demonstrates that they read and apply current and emerging research on best practices as well as maintain currency on educational policies and laws that affect their professional practice.

	Required Behaviors of the Candidate	Suggestions to meet and document the standard	Assessment Measure <u>Evidence for Meeting the Standard</u> (provide location of evidence, if applicable)	Date Met
15.1	Demonstrate knowledge and application of current and emerging theories and research related to the education of students with and without disabilities.	Identify courses, papers, examples of professional practice and the like that document that your practices are based on theory.		
15.2	Demonstrate knowledge of and implications for teachers of legislation, results of litigation, and policies impacting education of students with mild to severe disabilities.	Identify courses, papers, examples of professional practice and the like that document knowledge and application of laws and federal, state, and local policies		
15.3	Demonstrate the ability to effectively implement educational programs that reflect current best practices; updating programs as new practices emerge.	Identify courses, papers, examples of professional practice and the like that document your knowledge and application of research-based and emerging “best practices.”		
15.4	Participate actively within the school district and local community to facilitate the development of policies and implementation of practices that reflect currently identified best practices.	Document instances of your involvement in meaningful policy development and implementation.		
15.5	Demonstrate effective involvement in site-based decisions concerning students with and without disabilities	Document how you work as part of the school wide decision-making process.		

Standard 16 (M/M & M/S) : TRANSITION AND TRANSITION PLANNING

Level II candidates demonstrate the knowledge and ability to implement factors associated with successful planning and implementation of transitional life experiences; each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions for students.

	Required Behaviors of the Candidate	Suggestions to meet and document the standard	Assessment Measure <u>Evidence for Meeting the Standard</u> (provide location of evidence, if applicable)	Date Met
16.1	Examine factors that effect all stages of development relative to planning for educational and transitional experiences.	Know the important factors for successful transition within the various stages of life. CFASST event 9		
16.2	Demonstrate the ability to collaborate with educators and related services personnel, families, and community agencies in developing and implementing transition plans for movement from one educational environment to another and from school to community.	Know how to work with the important personnel to be involved with each transition stage. CFASST event 9		
16.3	Develop and use individualized transitional plans and teams to assist students to move successfully toward independent living in society.	Show/document the development of an ITP. Work on/lead IEP/ITP team. CFASST event 9		
16.4	Promote student choice-making, self-direction, and student self-advocacy skills prior to and during the post-secondary transitional period.	Use lesson plans, instructional materials, videos, student work to document choice making, etc. CFASST event 9		
16..5 (M/S only)	Demonstrate the ability to work with the ITP team to examine the viability and value of accommodations such as personal attendants, supported living environments and assistive technology devices during and after the transitional phases.	(See # 64 above). Show and document skills in being able to both accommodate/modify for needed assistance. CFASST event 9		

Standard 17 (M/M & M/S) : SPECIFIC EMPHASIS

The Level I was designed to acquaint candidates with the broad range of general and special education responsibilities in schools needed in order to begin careers in special education. Level II extends those learnings and allow for in-depth study of defined areas of interest for the Level II candidate. The Level II professional induction plan builds the individual teacher's assessed needs and outlines specific activities for facilitating professional development.

	Required Behaviors of the Candidate	Suggestions to meet and document the standard	Assessment Measure <u>Evidence for Meeting the Standard</u> (provide location of evidence, if applicable)	Date Met
17.1	Select one or more of the following areas of interest as an expertise. Then develop and execute a plan to achieve a level of expertise in each selected area; transition, inclusive education, early childhood, behavioral intervention, serious emotional disturbance, technology, autism (and for M/S only, augmentative communication). Other areas may be negotiated with your advisor.	Indicate the area(s) of expertise that you identify as personal goals and provide statement of area(s) identified, plan for attaining the expertise, and the evidence of attaining each. Include here its location in your portfolio. CFASST year 1 or 2		
17.2	Demonstrates critical reflection and meaningful integration of theory and practice.	Provide evidence of critical reflection and meaningful integration. May be course products, a component of your personal goal statements, or other evidence. Include here its location in your portfolio. CFASST year 1 or 2		

STANDARDS FOR MILD/MODERATE ONLY

Standard 18 (M/M ONLY) : ASSESSMENT

The Level I was designed to acquaint candidates with the broad range of general and special education responsibilities in schools needed in order to begin careers in special education. Level II extends those learnings and allow for in-depth study of defined areas of interest for the Level II candidate. The Level II professional induction plan builds the individual teacher's assessed needs and outlines specific activities for facilitating professional development.

	Required Behaviors of the Candidate	Suggestions to meet and document the standard	Assessment Measure <u>Evidence for Meeting the Standard</u> (provide location of evidence, if applicable)	Date Met
18.1 (M/M)	Develop and implement individualized assessment plans that provide for non-biased, non-discriminatory assessments of students with mild and moderate disabilities to evaluate student performance, learning environment and teacher performance.	Show your assessment skills in these areas. What would you do? How would you do it? CFASST event 4,11		
18.2 (M/M)	Demonstrate skills in selecting, designing, administering, and interpreting informal assessments, including anecdotal records, questionnaires, direct behavioral observations, performance graphs, work samples, portfolio assessments, and student records.	What is informal assessment? What are the best to use? Why? Document/show your skills in this area. CFASST year 1 or 2		
18.3 (M/M)	Identify and utilize strategies for promoting non-biased assessment of students from culturally diverse backgrounds.	Show these skills and knowledge of diversity. CFASST year 1 or 2		
18.4 (M/M)	Writes assessment reports that include background information, results of current assessment, conclusions, and recommendations for instruction.	Demonstrate in an IEP meeting or inclusion program.		
18.5 (M/M)	Communicate effectively assessment results and their implications for regular classroom teachers, parents, and other educational professional.	Same as above		

18.6 (M/M)	Demonstrate knowledge of research, issues, law, policies and procedures related to non-biased and non-discriminatory screenings and referral assessment for students with mild and moderate disabilities.	Show/document your knowledge around these areas. CFASST event 4,11		
18.7 (M/M)	Demonstrate the use of performance data and teacher, student and parent input to make or suggest appropriate modifications in learning environments.	Show/document these plans and activities. CFASST event 3,5,9		
18.8 (M/M)	Demonstrate the use of various types of assessment procedures, such as norm-referenced and curriculum-based assessments, work samples, observations, and task analysis, appropriate to students with mild and moderate disabilities.	Show/document these skills in classroom situations. Show examples of these assessments. CFASST event 4,11		

18.9 (M/M)	Demonstrate skill in evaluating, selecting, administering and interpreting assessment devices and processes in terms of a range of socio-economic, cultural, linguistic and other considerations of relevance to students with mild and moderate disabilities.	Show/document your skills in the areas of cultural/linguistic diversity. How would you accomplish this? CFASST event 4,11		
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Standard 19 (M/M ONLY) : CURRICULUM AND INSTRUCTION

The Level I was designed to acquaint candidates with the broad range of general and special education responsibilities in schools needed in order to begin careers in special education. Level II extends those learnings and allow for in-depth study of defined areas of interest for the Level II candidate. The Level II professional induction plan builds the individual teacher's assessed needs and outlines specific activities for facilitating professional development.

	Required Behaviors of the Candidate	Suggestions to meet and document the standard	Assessment Measure <u>Evidence for Meeting the Standard</u> (provide location of evidence, if applicable)	Date Met
19.1 (M/M)	Teach and maintain school success and survival strategies such as organization of materials, note taking, study skills, learning strategies, for students with mild to moderate disabilities.	Document through lesson plans, instructional materials, student work, video taping of instruction in these areas. CFASST event 3,5,9		
19.2 (M/M)	Select, modify and evaluate validated curriculum that is specific and appropriate for projected outcomes.	Documentation/video this type of project. CFASST event 3,5,9		

19.3 (M/M)	Teach life skills relevant to independent, community and personal living with an emphasis on future employment and/or post-secondary education.	Show knowledge of transition needs. Develop specific trainings. CFASST event 3,5,9		
19.4 (M/M)	Describe a variety of instructional procedures and demonstrates the ability to utilize appropriate instructional processes and strategies for students from ethno-linguistically diverse backgrounds across a variety of settings.	Demonstrate knowledge and skills in diversity and CLAD issues. CFASST event 3,5,9		
19.5 (M/M)	Implement strategies for generalizing positive school behaviors, organizational skills, and learning strategies to a variety of educational and community settings.	Document through lesson plans, instructional materials, student work, video taping of instruction in these areas. CFASST event 3,5,9		
19.6 (M/M)	Evaluate instructional software and develops lesson plans that incorporate software programs and other technologies.	Know and use technology. Demonstrate knowledge! CFASST event 3,5,9		
19.7 (M/M)	Encourage students to become self-advocates at IEP, ITP and similar meetings.	Provide instruction and coaching in self-advocacy. Have students lead meetings CFASST event 3,5,9		

Standard 20 (M/M ONLY) : COLLABORATION & CONSULTATION

Level II candidates demonstrates that they read and apply current and emerging research on best practices as well as maintain currency on educational policies and laws that affect their professional practice.

	Required Behaviors of the Candidate	Suggestions to meet and document the standard	Assessment Measure <u>Evidence for Meeting the Standard</u> (provide location of evidence, if applicable)	Date Met
20.1 (M/M)	Demonstrate use of group process strategies in necessary for collaboration among educators, disciplines, and agencies	Reflect on how you handle challenging situations and include reflections in your portfolio	.	
20.2 (M/M)	Utilize culturally competent strategies in working with families from various socioeconomic, cultural and linguistic backgrounds.	In your portfolio, include written papers on this topic , or copies of written reflections on specific interactions and situations, or an outline of a workshop you delivered on this topic, etc.		
20.3 (M/M)	Coordinate referral and assessment procedures and in facilitating IEP team meetings.	Prepare detailed minutes of an IEP team meeting that you facilitated.		

20.4 (M/M)	Demonstrate competence in planning and supervising the duties of classroom paraprofessionals.	Include in portfolio: (a) guidelines and/or written plans that you have prepared for TA; (b) examples of student work developed under guidance of paraprofessional; (c) evaluations of paraprofessional. CFASST event 3,5,9		
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Standard 20 (M/M ONLY) : COLLABORATION & CONSULTATION (continued)

	Required Behaviors of the Candidate	Suggestions to meet and document the standard	Assessment Measure <u>Evidence for Meeting the Standard</u> (provide location of evidence, if applicable)	Date Met
20.5 (M/M)	Plan and present special education in-service workshops to parents, school staff, and community members.	Document with workshop agenda, notes, lesson plans; videos; workshop evaluations. Include documentation in portfolio or on poster display.		
20.6 (M/M)	Collaborate with agencies to provide resources and services to students with special needs.	Document what you are doing/have done with memos, written products, etc. Include documentation, such as a resource directory correspondence, meeting minutes etc. in portfolio. CFASST 1,7		
20.7 (M/M)	Collaborate with general education teachers in obtaining and utilizing evaluation data for the modification of instruction and curriculum.	Show how to make accommodations and modifications for students. Display resulting lesson plans, related correspondence, and/or reflection paper in portfolio.		
20.8 (M/M)	Assist other teachers with the development of classroom management plans.	Document mastery through course products or as classroom management plans that you have assisted other teachers in developing. Display resulting lesson plans, related correspondence, and/or reflection paper in portfolio.		

STANDARDS FOR MODERATE/SEVERE ONLY

Standard 18 (M/S ONLY) : ADVANCED COMMUNICATION SKILLS

Each candidate demonstrates effective communication skills in the areas of respectful collaboration, managing conflicts, supervising staff such as paraprofessionals, and networking and negotiating, including family members

	Required Behaviors of the Candidate	Suggestions to meet and document the standard	Assessment Measure <u>Evidence for Meeting the Standard</u> (provide location of evidence, if applicable)	Date Met
18.1 (M/S)	Demonstrate effective involved in site-based decisions concerning students with and without disabilities.	Document how you are part of the school team, not just the special education team		
18.2 (M/S)	Participates actively in site-based school restructuring and reform efforts including input regarding students, parents, and teachers.	Document how you are part of the site-based reform endeavors and how input is solicited from students, parents, etc.		
18.3 (M/S)	Demonstrate efficient use of schedules which optimize available resources and integrated services and delivery models.	Show your plans and schedules and how they use DIS under varying delivery models. CFASST 8		
18.4 (M/S)	Facilitate and coordinate educational programs with education and community resources, agencies, and professional and advocacy organizations that meet the unique needs of students.	Show your involvement with comm. agencies and other social services.		
18.5 (M/S)	Develop and initiate effective educational programs and opportunities that positively integrate students with moderate to severe disabilities with general education programs, staff, and students.	Develop effective inclusion plans and collaborations w/teachers. CFASST event 8		

Standard 18 (M/S ONLY) : ADVANCED COMMUNICATION SKILLS (continued)

Each candidate demonstrates effective communication skills in the areas of respectful collaboration, managing conflicts, supervising staff such as paraprofessionals, and networking and negotiating, including family members

	Required Behaviors of the Candidate	Suggestions to meet and document the standard	Assessment Measure <u>Evidence for Meeting the Standard</u> (provide location of evidence, if applicable)	Date Met
18.6 (M/S)	Demonstrate strategies to instruct others in the individual needs and abilities of students with moderate to severe disabilities as they are included in daily activities within general education.	Show your instructional knowledge and skills in assisting other teachers in inclusive education.		
18.7 (M/S)	Demonstrate an awareness of available resources and the ability to use networking and negotiation skills to maximize access to meet staff development, school, and individual student needs.	Show your assistive and public relations skills and abilities. CFASST event 1,7		
18.8 (M/S)	Participate actively within the school district and local community to acquire and disseminate information regarding emerging research and legislation.	What can you do to make the educational situations better for all students?		

Standard 19 (M/S ONLY): LEADERSHIP AND MANAGEMENT

Each candidate demonstrates leadership and management skills to coordinate and facilitate educational programs, including constructing and following efficient schedules that meet individual student needs and maximize available resources. The candidate demonstrates the ability to work effectively within integrated service delivery models and actively participates in school restructuring and reform efforts to impact systems change.

	Required Behaviors of the Candidate	Suggestions to meet and document the standard	Assessment Measure <u>Evidence for Meeting the Standard</u> (provide location of evidence, if applicable)	Date Met
19.1	Demonstrate effective involvement in site-based decisions concerning students with and without disabilities.	Document how you are part of the school team, not just the special education team		

Standard 19 (M/S ONLY) : LEADERSHIP AND MANAGEMENT (continued)

	Required Behaviors of the Candidate	Suggestions to meet and document the standard	Assessment Measure <u>Evidence for Meeting the Standard</u> (provide location of evidence, if applicable)	Date Met
19.2	Participate actively in site-based school restructuring and reform efforts including input regarding students, parents, and teachers.	Similar to #7 above, but site-based and it includes parents.		
19.3	Demonstrate efficient use of schedules which optimize available resources and integrated services and delivery models.	Show your plans and schedules and how they use DIS under varying delivery models.		
19.4	Facilitate and coordinate educational programs with education and community resources, agencies, and professional and advocacy organizations that meet the unique needs of students.	Show your involvement with comm. agencies and other social services.		

19.5	Develop and initiate effective educational programs and opportunities that positively integrate students with moderate to severe disabilities with general education programs, staff, and students.	Develop effective inclusion plans and collaborations w/teachers.		
19.6	Demonstrate strategies to instruct others in the individual needs and abilities of students with moderate to severe disabilities as they are included in daily activities within general education.	Show your instructional knowledge and skills in assisting other teachers in inclusive education.		
19.7	Demonstrate an awareness of available resources and the ability to use networking and negotiation skills to maximize access to meet staff development, school, and individual student needs.	Show your assistive and public relations skills and abilities.		
19.8	Participate actively within the school district and local community to acquire and disseminate information regarding emerging research and legislation.	What can you do to make the educational situations better for all students?		